# The Montana Comprehensive Assessment System

## MontCAS, Phase 2
## Criterion-Referenced Test (CRT)

# *Test Coordinator's Manual*

## Spring 2005



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www.opi.state.mt.us

# Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- For information about program administration issues contact:
  Nancy Hall, Montana Program Assistant
  Phone (888) 792-2741
  Email: **nhall@measuredprogress.org**
  OR
  Sharon Houle, Montana Program Manager
  Phone (800) 431-8901, Extension 2186
  Email: **shoule@measuredprogress.org**

- For information about program policy issues, contact:
  Judy Snow, State Assessment Director
  Phone: (406) 444-3656
  Email: **jsnow@state.mt.us**
  OR
  Clare Bridge, Administrative Assistant
  Phone (406) 444-4431
  Email: **cbridge@state.mt.us**

- For information about the CRT-Alternate Assessment, standard and non-standard accommodations contact:
  Bob Runkel or Marilyn Pearson
  OPI Division of Special Education
  Phone: (406) 444-5661
  Email: **mpearson@state.mt.us**
  **brunkel@state.mt.us**

- For information about ELL/LEP, contact:
  Lynn Hinch, OPI
  Phone: (406) 444-3482
  Email: **lhinch@state.mt.us**

- For information about Title I, contact:
  B.J. Granbery, OPI
  Phone: (406) 444-4420
  Email: **bgranbery@state.mt.us**

- For information about students with Migrant status, contact:
  Angela Branz-Spall, OPI
  Phone: (406) 444-2423
  Email: **angelab@state.mt.us**

## Ordering Additional CRT Test Materials

Only System Test Coordinators may order additional test materials. An overage of test materials will be shipped to each System Test Coordinator in a separate box labeled "System Test Coordinator: Open First." Please store the additional test materials in a secure location in the event a school should contact you to request additional test materials before or during testing. Please be advised that 5% overage was also shipped to each school. By shipping extra test materials to systems and schools in advance of testing, it is our hope that this service will save you time and reduce the amount of requests for overnight test material deliveries.

If you need to order additional test materials, go to http://iservices.measuredprogress.org. Select "Montana" and follow the on-screen instructions.
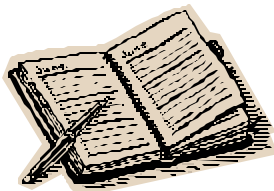
## Important Dates

Test administration must be completed during this period…..................**March 7–30, 2005**

Used Student Response Booklets and Class ID Sheets must be shipped to Measured Progress by this date…..……....................................................................**April 4, 2005**

All other test materials must be shipped by this date…………….……....**April 9, 2005**

# TABLE OF CONTENTS

**APPENDICES:**

# CHECKLIST FOR SYSTEM TEST COORDINATORS

**Before testing:**

_____ Notify schools about testing.

_____ Receive and inventory test materials using the Materials Summary form. The quantity of test materials that Measured Progress sends each school is based on enrollment information provided by schools during the December/January online barcode process. An overage of 5% has been added to each school's enrollment to account for new students who may have enrolled after online enrollments were submitted. In addition, all System Test Coordinators were sent an overage of test materials to help expedite requests for additional materials.

_____ The number of test booklets and response booklets contained in the shrink-wrapped packages is indicated on each shrink-wrapped package. Although these counts are very accurate, and since every test booklet shipped to a school **must** be returned, we encourage you to verify the accuracy of these shrink-wrapped numbers when you receive your materials.

_____ Request additional test materials online at http://iServices.measuredprogress.org.  At the welcome screen, select Montana and click "Enter." Select "Order Additional Materials" from the left column. Follow the on-screen instructions. Call Measured Progress at 1-888-792-2741 if you should have additional questions.

_____ Read instruction manuals for test coordinators and test administrators.

_____ Meet with School Test Coordinators to plan testing schedule and review procedures.

_____ Distribute manuals, barcode labels, and test materials to School Test Coordinators. Have them save the boxes that test materials arrived in.

**During testing:**

_____ Be available to answer questions from School Test Coordinators. Call Measured Progress at 1-888-792-2741 if you should have additional questions.

_____ Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 7 and March 30, 2005.

**After testing:**

_____ Collect all test materials from School Test Coordinators.

_____ Inventory test materials using the Materials Summary form.

_____ **Note:** Student Response Booklets are to be returned separately from all other materials. Special pre-paid, pre-labeled return shipping boxes marked "For return of used answer documents only" must be used. These are for the return of **used** Student Response Booklets with a Class ID sheet (in white envelope). The boxes identified for return of used answer documents will use UPS 2nd day air service.

_____ Pack all other secure test materials in shipping box(es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service.

_____ Scheduling a UPS pickup can be made online at http://iservices.measuredprogress.org. or by calling Measured Progress to schedule pickup no later than Wednesday, April 4, 2005. (Complete instructions for return of materials are given on pages 20–23 of this manual.)

# CHECKLIST FOR SCHOOL TEST COORDINATORS

**Before testing:**

_____ Receive and inventory test materials (5% overage was shipped to each school). Call your System Test Coordinator if you need additional test materials.

_____ Read this manual and the *Test Administrator's Manual.*

_____ Develop a testing schedule and review procedures with administrators.

_____ Review test accommodations (standard and non-standard) with test administrators. Arrange for testing of students who require test accommodations that cannot be made in the regular classroom.

_____ Distribute all test materials to test administrators including student barcode labels for placement on the Student Response Booklet (answer sheet).

_____ Meet with test administrators to review testing schedule and administration procedures.

_____ Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable).

**During testing:**

_____ Be available to answer questions as necessary. Call your System Test Coordinator if you have additional questions or need additional test materials.

_____ Be sure that all students have comfortable and adequate workspaces.

**After testing:**

_____ Verify that each test administrator has properly coded their Class Identification Sheet and that all used Student Response Booklets (with the Class Identification Sheet on top) have been placed in a large white envelope labeled, "For return of used answer documents" (one envelope per test administrator). Seal the envelopes.

_____ Collect and inventory all <u>secure</u> test materials (test booklets and used student answer sheets) from test administrators.  Mathematic Reference Sheets are <u>not</u> secure and may be kept in the classroom and used as a reference tool.

_____ Pack all large white envelopes labeled "For return of used answer documents" and the "Special Handling" envelopes in the carton labeled "For Return of Used Answer Documents Only."

_____ Pack all other secure test materials (used and unused test booklets) in the appropriate shipping box(es).

_____ Return all secure test materials in their appropriate box(es) to System Test Coordinators no later than March 31, 2005.

# What's New for the 2005 CRT Administration?

- The Materials Summary (inventory) form has been updated. This form will arrive in a box marked "Open First." Complete the "Qty Received" and "Qty Returned" columns and return the form to Measured Progress with all materials at the end of testing. The test coordinator is responsible for returning all secure test materials received in the initial shipment and any additional material requests.

- Barcode labels for student response booklets are included in your test material shipment. Test administrators will place one barcode label on the front cover of each student's response booklet prior to test administration. If barcode labels are used during test administration, only Boxes L through O on page 2 of the student response booklet must be coded <u>after</u> test administration (if applicable).

- Barcode labels for Class Identification (ID) Sheets are also included in your test material shipment. Test administrators will place a barcode label in the appropriate location on the Class ID Sheet. Class roster reports will be generated from the student response booklets returned with each Class ID Sheet not from the barcode label file submitted in December/January. This process provides Measured Progress with updated class/student information for reporting.

- Requests for additional materials will be done with Measured Progress's online ordering system at http://iservices.measuredprogress.org. At the welcome screen, select Montana from the dropdown menu and click "Enter," then select "Order Additional Materials" from the left column. Follow the on-screen instructions to order additional materials. To access your school's account, you will need your MP ship code, located on the first line of your Material Summary form.

- Student response booklets and Class Identification Sheets (packed in envelopes by class) are to be returned separately from all other materials. In addition, the "Special Handling" and administrative forms envelopes will also be returned to Measured Progress in an expedited manner using the UPS pre-paid, pre-labeled return shipping boxes marked "For Return of Used Answer Documents Only." The administrative forms envelope should contain the Materials Summary (inventory) form. Used and unused test booklets and other secure materials are to be returned in their original boxes using the UPS Return Service labels provided. This process will expedite the return of the student response booklets to Measured Progress to meet the program's scoring and reporting schedule.

- After testing and prior to reporting (April 4 – 15), System Test Coordinators will be asked to verify their student-level data using a secure password provided by Measured Progress. System Test Coordinators should expect to receive directions and a password to access the secure site on or about April 1, 2005.

- Student-, school-, and system-level reports will be shipped to System Test Coordinators during the first week of June if all test materials are received at Measured Progress according to schedule.

## Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 4, 8, and 10.

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single Student Response Booklet, and the directions for administering both tests are given in the Test Administrator's Manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper maybe provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called matrix sampling. The matrix-sampled items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

**The CRT includes the following kinds of items:**
- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to show their work when solving computation problems; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8–10 minutes to answer.

## About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which may include a punch-out ruler and formulas students may need to answer items.

Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.

- Mathematics test sessions 1 & 2A are "Calculator" test sessions. The items in these test sessions assess students' problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in "No-Calculator" test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. See Appendix 2 on page 38.

For the purposes of statewide accountability, tests focusing on limited content and involving a narrow range of item difficulty are not the most useful. Many states are moving toward the type of testing reflected in this instrument: testing that is based on activities students encounter in non-testing situations in the classroom and in everyday life.

## Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of "Universal Test Design." Universal Test Design ensures access to tests for all students by ensuring that test items access the knowledge and skills in the most simple and straight forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an **untimed** test, although there are **suggested** times and guidelines (See Appendix 1 for timing guidelines.). Regular administration of the CRT usually occurs in a group setting.

## Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments except when required in specific circumstances. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators or other persons.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal and/or system test coordinator. The principal/and or system test coordinator shall evaluate the concern and if the breach of security or noncompliance is such that the integrity of the test might be compromised, the principal and/or system test coordinator are responsible for immediately reporting the concern to the State Assessment Director at the Office of Public Instruction. (See the inside cover of this manual for contact information.) The district superintendent shall also be notified.

## Students to be Tested

- **All** classroom students enrolled in accredited Montana schools in grades 4, 8, and 10 are required to participate.

- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).

- Students who have been identified as having Limited English Proficiency (LEP) or who have been instructed in English for three or more years must take the CRT. First year LEP students are required to participate in the math assessment only – they are excluded from the reading assessment. (See Appendix 1 for LEP guidelines.)

- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students less than 180 hours enrolled in a mathematics or reading course may participate in the CRT but will not be included in the calculation of averages.

- All suspended students are expected to participate and will be counted in district and school reports.

- A student transferring from a school or district in Montana during the time of testing must participate. Every effort should be made to complete testing at the new school. After testing has been completed, test administrators will code Box N, on page 2 of the student response booklet, to indicate the student was not enrolled in the school for a full academic year and/or not in district full academic year. If Box N is coded, the student will not be included in the school or district calculation of averages.

Students Absent During Testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 7–30, 2005). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (Novice) and will be included in the school average.

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a Student Response Booklet and code Boxes L & M (#28) on page 2 of the student response booklet.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a Student Response Booklet and code Boxes L & M (#27) on page 2 of the student response booklet.

## Students Eligible for Exclusion

All students are expected to participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home- schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled in a private non-accredited Title 1 school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics or reading course **may** participate.
- First year LEP students **are required** to participate in the math assessment only; however, they may be excluded from the reading assessment (See Appendix 1 for LEP Guidelines.).

Test administrators must complete a Student Response Booklet for all excluded students using a barcode label. A Student Response Booklet must be returned for all students enrolled at grades 4, 8, and 10, whether tested or not.

**SUMMARY OF ELIGIBILITY FOR EXCLUSION FROM THE CRT**

| EXCLUDED FROM AVERAGES | MUST PARTICIPATE | MAY PARTICIPATE |
|---|---|---|
| Foreign Exchange Student | YES | |
| Students not enrolled in an accredited Montana school | | YES |
| Students enrolled in a private accredited school | YES | |
| Students enrolled in a private non-accredited school | | YES |
| Students enrolled in a private non-accredited Title I school | | YES |
| Students enrolled part-time (less than 180 hrs.) taking a mathematics or reading course | | YES |
| 1st year LEP students may be excluded from reading assessment only (See Appendix 1 for LEP Guidelines.) | YES | |

## Determining How Students Will Participate
## CRT or CRT-Alternate?

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment if they meet the eligibility criteria. Students with special needs and LEP students are often given extensive testing accommodations (See Appendix 1 for accommodation guidelines and a list of standard and non-standard accommodations.). All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student in daily instruction and do not invalidate the purpose of the test.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading and Mathematics Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ➢ ensures that students with significant challenges will be represented in school achievement data;
- ➢ provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- ➢ encourages student choice and decision-making in learning as well as evaluation of student work;
- ➢ merges instructional and assessment activities; and
- ➢ builds support for meaningful participation in appropriate general education curriculum.

## Standard and Non-Standard Accommodations

Accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is <u>not</u> permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction. Please review the list of standard and non-standard accommodations in Appendix 1.

All standard and non-standard accommodations must be recorded by test administrators on page 2, Boxes L & M, of the Student Response Booklet **after** testing has been completed.

**OPTIONS FOR PARTICIPATION WITH/WITHOUT ACCOMMODATIONS**

| Without Accommodations | With Standard Accommodations | With Non-Standard Accommodations | CRT-Alternate |
|---|---|---|---|
| • For students who do not require accommodations of any kind.<br>• Group setting<br>• Untimed with guidelines<br><br>See Appendix 1 for Timing Guidelines. | • Available for any student (students with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies.<br>• Must be coded in the Student Response Booklet (Boxes L & M).<br>• May be given in either, or both, reading and math portions.<br>• Does not change intent/content of the test.<br><br>See Appendix 1 for a list of standard accommodations. | • For a student when specified in his/her IEP/504/LEP plan.<br>• Must be coded in the Student Response Booklet (Boxes L & M).<br>• May be given in either, or both, reading and math portions.<br>• Changes the intent/content of the test.<br>• When a non-standard accommodation is used, the student's score will be reported as a 200, NOVICE, performance category for that content area.<br><br>See Appendix 1 for a list of non-standard accommodations. | • For a student when specified in his/her IEP plan.<br>• For students who have a significant cognitive disability.<br>• Must be coded in the Student Response Booklet (Box J).<br>• Based on alternate achievement standards. |

# Instructions for Test Coordinators

# Before Testing

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual and in the Test Administrator's Manual must be followed closely by both test coordinators and test administrators. System Test Coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases).

**System Test Coordinators' primary responsibilities include the following:**
- serve as the school's contact person for Measured Progress;
- coordinate all test activities; and
- oversee the inventory, distribution, collection, and return of all test materials.

## System Test Coordinator – Handling of Materials

## Receipt and Inventory of Materials

Test materials will be delivered to System Test Coordinators via UPS (United Parcel Service). Please alert your staff and ask them to notify you when they accept delivery of the materials. If you have not received test materials by February 25$^{th}$, immediately telephone the Measured Progress distribution center at 1-866-677-2547.

- **Each school in your system will be packed separately by grade.** Schools will each have a box labeled "Open Me First-Administrative Materials Enclosed." A Materials Summary is located in this box. Complete the "Qty Received" and "Qty Returned" columns and return the list with test materials at the end of testing. The System Test Coordinator is accountable for returning all secure test materials received in the initial shipment and any additional material requests.

- Requests for additional materials will be done with Measured Progress's online ordering system at http://iservices.measuredprogress.org. At the welcome screen, select Montana from the dropdown menu and click "Enter;" then, select "Order Additional Materials" from the left column. Follow the on-screen instructions to order additional materials. To access your school's account, you will need your Measured Progress (MP) ship code, located on the first line of your Materials Summary list.

- Used Student Response Booklets are to be returned separately from all other materials. Special pre-paid (2-day UPS), pre-labeled return shipping boxes marked "For the return of used answer documents" will be included with your shipment. These are for the return of used Student Response Booklets with a Class ID Sheet (one per test administrator for class roster reports). All other materials are to be returned in their original boxes using the UPS Return Service labels provided. This will expedite the return of the Student Response Booklets to Measured Progress.

Affixed to each box is a pre-printed barcode label identifying the materials for your system. The information on the label will expedite the tracking of returned materials after testing, so please do not remove, destroy, or deface the label. Save the box(es) and the packing material in which test materials were shipped, so that they can be reused when you return the test materials to Measured Progress.

Each delivery will also include UPS Return Service (RS) labels for shipping boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return materials, please include unused RS labels in one of the returned boxes.

A prompt inventory of test materials will allow you time to order additional test materials, if needed. Immediately distribute test materials to School Test Coordinators!

| Test Materials Packed for Each School | |
|---|---|
| Item | Notes |
| Materials Summary | Use this form to inventory materials. |
| Test Administrator's Manual(s) | One manual per test administrator. Extra copies may be duplicated at your school, if needed. |
| White plastic envelope(s) labeled "For Return of Used Answer Documents" | One envelope per test administrator. |
| White plastic envelope(s) labeled "Special Handling" | One per grade/school. For used Student Response Booklets needing special handling (voided, torn, or crumpled Student Response Booklets). |
| CRT-Alternate student "kit" for returning test materials | One CRT-Alternate kit per student. |
| Pre-paid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only" | For return of used Student Response Booklets (answer documents) with class header sheets placed in white envelopes. |
| Class Packs of Test Booklets | The number of test materials included in each class pack is indicated on the front of the pack. There are 16 different forms of the test booklets. It is important to remember that the different |

| Test Materials Packed for Each School | |
|---|---|
| Item | Notes |
| | forms of the test booklets have been mixed in the class packs so they will be distributed <u>randomly</u> to students. Testing materials are to be distributed in the order in which they appear in the class pack.<br><br>Mathematics Reference Sheets are located in the back of your class pack. These are generic and may be distributed to students during mathematics test sessions. |
| Class packs of Student Response Booklets | The number of Student Response Booklets in each class pack is indicated on the front of the pack. |
| Class Identification (ID) Sheets | One form per test administrator. This form is to be completed by each test administrator after testing and returned with their used Student Response Booklets using the (one) envelope per class labeled "For return of used answer sheets." Class Roster reports will be generated by the placement of Class ID Sheets with used student response booklets. If a Class ID Sheet is not included in the envelope with used Student Response Booklets, students will be reported under a grade/school heading. |
| Barcode Labels and Blank Sheets of Labels for new student enrollment, if applicable | Barcode labels were generated from the January file layout Measured Progress received from System Test Coordinators. Barcode labels were packed by school, grade, and teacher. Test administrators or test coordinators must place the barcode on Page 1 of the Student Response Booklet prior to the first test session.<br><br>If a student does not have a barcode label, test coordinators may go online to register students individually and print a new barcode label using the blank labels supplied in your shipment (See instructions on pages 13-15.) or code all student-level demographic information following the coding chart in Appendix 3. |
| Form: "Voided Barcode Labels" | If a student is no longer enrolled in your school, please write "VOID" across the student's barcode label and place it on this form. Please write a brief explanation as to why the barcode label was voided (example: student moved, duplicate label, label was smudged by student). |

If you are missing any materials indicated on the Materials Summary form, or if you need additional materials, use Measured Progress's online ordering system at http://iservices.measuredprogress.org. If you do not have internet access, please call Nancy Hall, Program Assistant, at 1-888-792-2741.

**School Test Coordinators' activities include the following:**

- developing a testing schedule for your school;
- distributing materials to test administrators;
- familiarizing yourself with procedures detailed in the Test Administrator's Manual and meeting with teachers to discuss those procedures and answer questions;
- seeing that testing procedures are followed;
- securing background information on students' participation in special education or other programs and possible accommodations for testing. If students are enrolled in such programs or take the assessment using accommodations, that information must be noted on page 2 of the Student Response Booklet;
- handling test accommodations according to guidelines in this manual;
- providing to test administrators a list of names and ID numbers for students who will be tested at your school (optional);
- determining what special programs, if any, you will want to code on the students' response booklets; and
- seeing that test administrators administering the CRT-Alternate have transferred student scores from the CRT-Alternate Manual to the Student Response Booklets.

## Scheduling Test Sessions

The test must be given to students between March 7 and March 30. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions. See Appendix 1 for recommended testing schedules and testing guidelines.

## Registering New Students Online and Creating Barcode Labels

## Adding New Students

School Test Coordinators may add new student records online to reflect changes in enrollment status up to one week prior to test administration (March 7, 2005). If a student moves into your school five days prior to the start of test administration, all demographic information (Boxes A-O) must be coded on the student's response booklet (Please refer to Appendix 3: Coding Checklist.).

Using Measured Progress's Online Student Enrollment System, should a new student move to a school prior to test administration, the test administrator will be directed to complete an online student enrollment form to register new students for the test. This online enrollment system, shown pages 14-16, can be accessed through the Measured Progress website (http://iservices.measuredprogress.org) February 14 through 28.

Once the **School Test Coordinator** has submitted the online form to Measured Progress, the following steps will occur within the Online Student Enrollment System:

1. The **System Test Coordinator** will be directed to enter the barcode number from a new, unused Student Response Booklet (bottom front cover) into the space provided on the screen.

2. The barcode number will be automatically validated by the system. The student's demographic information will be added to your school's database at Measured Progress.

3. A PDF label will be automatically generated for printing at the school, which will include some student-identifying information. Blank sheets of 1 x 4" labels were provided in your shipment for this purpose.

4. The **System Test Coordinator** will be directed to print labels (using a blank sheet of labels). The sheet of labels may be placed in any printer or copier for printing. After the label is printed, place it on page 1 of the Student's Response Booklet in the shaded area "Place Label Here."

There will also be occasions where students move out of a school prior to test administration, but after the barcode labels were pre-printed and shipped to schools. Should a student who was registered to take the test at a particular school move prior to the administration of test, the **Test Coordinator** will be directed to write "VOID" on the label, place it on the form "Voided Barcode Labels", and the form in the "Special Handling" envelope.

Screen 1: Online Directions for New Student Enrollment

# SUMMARY OF BARCODE INFORMATION

| What to do if a student… | Answer | Activity |
|---|---|---|
| enrolls in a school after the barcode label database has been submitted to Measured Progress. | Use the online instructions for new student enrollment or code ALL student-level information on pages 1 & 2 following (See Appendix 3: Coding Chart.). | Go online at http://iservices.measuredprogress.org to enroll new students and print PDF versions of barcode labels. |
| is no longer enrolled. | Write "VOID" across the student's barcode label. | Place the voided label on the form labeled, "Voided Barcode Labels." Put this form in the "Special Handling Envelope" for return to Measured Progress. |
| has a different teacher/test administrator since the data file was submitted to Measured Progress in January. | Class Roster reports will be generated from the Class ID Sheet submitted at the time of testing. Students will be linked to the teacher identified on the Class ID Sheet. | Provide the appropriate test administrator with the student's barcode label. |
| moved to a new school within the same system. | Provide the new school with the student's barcode label. | Complete Box "D", School Code, by writing and bubbling-in the new school code. This will override the student's previous school code in the database. |

## School Test Coordinators - Distributing Materials and Briefing Test Administrators

As the School Test Coordinator, you should review the Test Administrator's Manual and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute materials, to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

**During the meeting of test administrators, distribute and review:**

- student testing materials—test booklets, response booklets and barcode labels;
- review where on page 1 of the Student Response Booklet the barcode label is to be placed (shaded area labeled "Place Label Here");
- Class Identification (ID) Sheets (one per class);
- extra #2 pencils for test administrators to lend to students who do not bring their own to the testing sessions;
- scrape/scratch paper; and
- information regarding accommodations (Boxes L & M), participation information (Box N), and Additional LEP Information (Box O) must be coded on page 2 of the Students' Response Booklets when testing is complete, if applicable.

Please remind test administrators that there are sixteen test forms per grade and must be distributed in random order. All sixteen test forms have the same set of common items (items previously field tested and used for scoring) but different matrix items (embedded field test). This system of testing permits the release of common items each year. Class packs of test booklets may be split to accommodate the number of students in any one testing group within a school as long as the different forms remain in their random order.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students' work or help them in any way except when completing their student information on the front cover.

# During Testing

Be available to answer questions. System Test Coordinators may call Measured Progress at 1-888-792-2741 if you should have additional questions.

Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 7 and March 30. See Appendix 1 for guidelines on timing and scheduling testing sessions.

As test coordinator, you are responsible for assuring the security of material in the test. You must notify test administrators that test items are secure and must not be released, copied, or duplicated in any way. Using the current year's test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

# After Testing

## School Test Coordinators - Collecting Materials After Testing

After original test sessions and makeup sessions are completed, all used and unused test materials must be returned to the school test coordinator. When materials are returned, check to see that

- all test materials, whether used or unused, have been returned by each test administrator;

- all test booklets for the assessment have been returned and counted;

- Student Response Booklets have been completed accurately for each student, whether the student was fully tested, partially tested, or totally excluded from the test;

- the Student Response Booklets are in good condition and are free of erasure bits, and that erasures have been made completely;

- be sure all accommodations, participation, and LEP information is coded on students' response booklets (Boxes L-O, if applicable);

- each test administrator has placed used Student Response Booklets, including CRT-Alternate Student Response Booklets, behind a Class Identification Sheet into a large, white envelope labeled "For Return of Used Answer Sheets Only;"

- used student response booklets that are frayed, torn, or in a condition that should be brought to our attention (for example: student had a nose bleed or was sick during testing, student used two student response booklets, one for math and one for reading due to an accommodation) must be returned to Measured Progress in the **"Special Handling"** envelope. Measured Progress program management staff will examine all items in the "Special Handling" envelope and hand-process the materials requiring special attention;

- labels were appropriately placed on CRT-Alternate student manuals, student evidence, and white envelope labeled "For return of CRT-Alternate test materials." Used student response booklets must include a Class ID Sheet and be placed in the envelope labeled "For Return of Used Answer Sheets Only." DO NOT place used CRT-Alternate Assessment student response booklets in the "For return of CRT-Alternate test materials" envelope – the used student response booklets must be processed in the same manner as the CRT; and

- all scratch paper and other non-secure test materials have been returned to you for shredding.

**Return all test materials to the System Test Coordinator on or before Friday, April 1, 2005.**

## System Test Coordinator - Return of Materials

All testing, including makeup sessions, must be completed no later than Wednesday, March 30, 2005, and all used student response booklets must be shipped to Measured Progress no later than **Monday, April 4, 2005 using the cartons marked "For Return of Used Answer Sheets."** All other test materials must be shipped to Measured Progress no later than Friday, April 9.

Make an inventory of all materials before returning them. As you count materials, check the appropriate spaces on the Materials Summary. Pack materials for return in the carton(s) in which you received them. If there is room, you may pack all grade levels in one carton using colored paper to separate grade levels.

## Packing Test Materials

Student Response Booklets are to be returned separately from all other materials. Special pre-paid, pre-labeled return shipping boxes marked "For the Return of Used Answer Documents Only" (Student Response Booklets) were included with your shipment (See Table 1 on page 21.). These are for the return of used Student Response Booklets with a Class Identification form, which were placed in white plastic envelopes by test administrators, and other administrative forms. All other secure test materials are to be returned in their original boxes using the UPS Return Service labels provided (See Table 2 on page 22.).
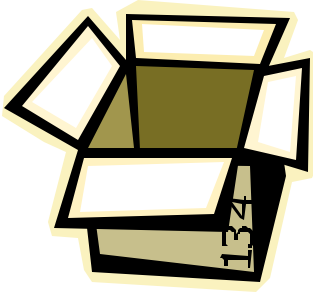
**TABLE 1:**
**Carton Labeled "For the Return of Used Answer Documents"**

Packing Order for Carton

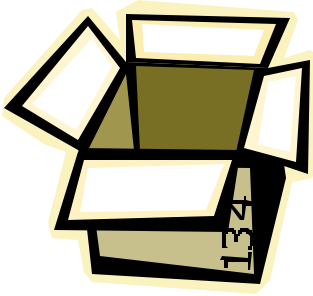| Top of Carton |
|---|
| Materials Summary form |
| Sealed envelopes labeled "For return of used answer documents" containing used Student Response Booklets (CRT and CRT-Alternate) with Class Identification (ID) Sheets |
| Envelope(s) labeled "Special Handling" containing Student Response Booklets needing special handling; such as: booklets that were destroyed by a student, torn or frayed on edges, etc. |
| Bottom of Carton |

**TABLE 2:**
**Cartons For Returning All Other Test Materials**

Packing Order for Each Carton

| Top of Carton |
|---|
| Envelopes containing alternate assessment(s) manuals and evidence |
| Used and unused student test forms/booklets.<br><br>Test forms/booklets **are secure** and must be returned to Measured Progress.<br><br>Mathematics Reference Sheets are not secure and may kept for use in the classroom. |
| Test Coordinator and Test Administrator Manuals (you may keep these manuals if you wish) |
| Bottom of Carton* |

**\*** If your school needs more than one carton, assure that materials go into the multiple cartons following this sequence.

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the bar code label(s) untouched. Include in the first carton any extra UPS RS labels that you did not use.

## Instructions for using UPS Return Service:

**Step 1.** Locate the UPS Return Service (RS) label on every carton being returned. A single UPS RS label has been provided for each carton you received. The preprinted label contains the system name, street address, city, state, and zip code at the top of the label.

**Step 2.** Adhere a UPS RS label to each carton being returned.

**Step 3.** When your test materials are ready to be returned to Measured Progress you will have to select <u>one</u> of the following options:

**OPTION 1:**
Request a UPS pickup online at http://iservices.measuredprogress.org. At the welcome screen, select Montana from the dropdown menu and click "Enter", then, select "UPS Pickup Request" from the left column. **Use the UPS 2-day RS label numbers located on the carton labeled "For the Return of Used Answer Documents Only."**

**OPTION 2:**
If you have a regularly scheduled daily UPS delivery or pick up at your school, you may hand your cartons to the UPS driver.

**OPTION 3:**
You may bring your cartons to any UPS Hub or UPS store.

**OPTION 4:**
Call UPS directly to schedule a pickup. UPS has your system information in their database.

> ➢ Be prepared to provide UPS with the following information:
> 1. system name
> 2. pick up location (building address)
> 3. where in the building to go for the pick up (i.e. main office, loading dock, guidance, etc.)
> 4. total number of cartons you are returning
> 5. your business hours
> 6. contact person name and phone number
> 7. tracking number on UPS RS label(s)

**<u>NOTE:</u> All expedited test materials (Student Response Booklets) must be ready for pickup no later than Monday, April 4, 2005.**

# Test Administrators Coding of Student Information
## Before Testing

Please allow 5-10 minutes before the start of the first test session to briefly familiarize students with their test materials. During this time period, students will:

1) verify their name on the barcode label that was previously placed on the Student Response Booklet;
2) write their name and teacher's name on their test booklet and Student Response Booklet; and
3) code Box A: Form Number.

**See Appendix 4: Student Response Booklet**

## Grade 10 Students Only
## Code Box B:  Vocational Education Concentration

Test Administrators must prepare the following list either on a board or as a handout then follow the directions for student coding in the *Test Administrator's Manual.*

**Codes for Areas of Vocational Concentration**

| | |
|---|---|
| A | Agriculture |
| B | Business |
| C | Marketing |
| D | Health Occupations |
| E | Family & Consumer Services |
| F | Technology |
| G | Trades & Industries |
| H | A blend of courses in 2 or more of the above. |

# Test Administrator Coding After Testing

## Code Boxes L & M:
## Standard and Non-Standard Accommodations (if applicable)

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to <u>all</u> students if they have been part of the student's classroom routine three months prior to testing. Accommodations must be coded in Boxes L & M for grades 4 & 8 and Boxes M & N for grade 10 students.

Use the accommodation codes on the following pages to identify the accommodation(s) provided to eligible students after testing has been completed.

# Standard CRT Accommodations

**Scheduling Accommodations**
    **Tests were administered**
1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

**Setting Accommodations**
    **Tests were administered**
4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

**Equipment Accommodations**
    **Tests were administered**
12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

**Recording Accommodations**

19. The student's answers were dictated to the test administrator and recorded in the student answer booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the answer booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

**Modality Accommodations**

22. Tests were read to the student by the test administrator (with the exception of the reading test). <u>Note</u>: Readers must read test items/questions and reading passages to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.

25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).

**Other**

27. Braille
28. Large Print


## Non-Standard CRT Accommodations

Non-standard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a non-standard accommodation.

Non-standard accommodations are only available for a student with IEP/504/LEP plans.

- For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the NOVICE performance category for that content area. Test administrators will code the non-standard accommodation in Boxes L & M (grades 4 & 8) and Boxes M & N (grade 10) of the student's response booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be non-standard.

**CODE ALL THAT APPLY:**

29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.

30. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.

31. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.

32. Other (with verification from OPI).

## Code Box N: Participation Information (Grades 4 & 8)
## Code Box O: Participation Information (Grade 10)

| |
|---|
| Not in school entire academic year |
| Not in district entire academic year |

Please code this box if the student was not in your school during the entire academic year or if the student was not in your district during the entire academic year.

## Code Box O: Additional Coding for LEP/ELL Students (Grades 4 & 8)
## Code Box P: Additional Coding for LEP/ELL Students (Grade 10)

Code all applicable LEP student-level information in Box O:

1. Former LEP students
   - Students identified as LEP in the past two years who have attained proficiency
   - Students no longer identified as LEP and not designated as LEP in the demographic information provided for the bar code labels.
2. LEP students who are currently served by Title III
   - LEP designation for these students should have been included in the demographic information; this information is in addition to the information provided for the bar codes
3. LEP students who are enrolled for the first time in a United States school
   - These students will be included in participation rates for AYP but their scores will not be calculated in the Annual Measurable Objective (AMO). In addition, these LEP students:
     - Must participate in math portion of the test with accommodations as necessary
     - Must participate in the reading in one of the following ways:
       - Participate in the reading portion of the test with accommodations as necessary or
       - Take an English language proficiency assessment
   - LEP designation for these students should have been included in the demographic information; this information is in addition to the information provided for the bar codes

## Local and State Optional Coding

Page 15 of the Student Response Booklet contains twenty additional coding options for school or district use. Schools or districts may utilize this area for student questionnaires. If this area is utilized, the data collected will be forwarded to schools via an Excel file on your school or district CD. The CDs will be shipped with other report materials in early June.

## Coding Class Identification (ID) Sheets

The purpose of the Class Identification (ID) Sheets is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate Test Administrators and CRT Test Administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Roster and Item Analysis Reports.

**If a barcode label was not provided with your test materials, please code the following information on the Class ID Sheet:**

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

**If a barcode label was provided with your test materials, place the barcode label in the appropriate area and code only the number of returned used Student Response Booklets!**

After coding the above information, please place the completed Class ID Sheet on top of your students' response booklets and insert them into the white envelope labeled "For Return of Used Answer Documents Only." Return the envelope to your School Test Coordinator for further processing.
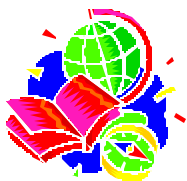
# Glossary of Terms

| Term | Definition |
|------|------------|
| Accommodations | Special arrangements given to a student who is unable to take the assessment under normal circumstances |
| Alternate Assessment | Process by which teachers collect information (performance event) that reflects the student's abilities; for the small percentage of students for whom accommodations to the regular assessment will not give results representative of those students' abilities. |
| Common items | A group of items that appear in all forms of the assessment in the same location across forms, to allow comparison of individual student performance, and most, if not all, of which are released with results for use in the classroom. |
| Constructed-response item | An item that requires more than one or two words for a response; also called an open-response item. |
| Criterion-referenced test | An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or for a sub-domain. |
| Mathematics Reference Sheet | Usually a card-stock document that includes a ruler, formulas, and other information that students can use during the test administration to aid them in answering the questions. |
| Matrix (embedded) item | Items present only as trial items on test forms; similar to field-test items but without a separate test. |

# APPENDIX 1: GUIDELINES TO FREQUENTLY ASKED QUESTIONS

## RECOMMENDED TESTING SCHEDULE

Although testing times are suggested as a minimum guideline, please remember that the CRT Assessments are not timed. These tests are performance assessments; therefore time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in the charts below reflect time ranges <u>most</u> students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a designated area. Schools should set aside a separate classroom space on testing days to continue testing for any student who needs more than the scheduled time per session to finish his/her work. If additional classroom space is not available, schools may consider using the guidance office for this purpose. After the students who required additional time has completed their test, code the additional time as a standard test accommodation.

If students complete a test session early, those students may go back and check work in that session of the test only or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

The test sessions and estimated time to complete each session are shown in the charts below.

## Recommended Testing Schedule

| Grades 4 & 8 Recommended Testing Schedule—Reading | | |
|---|---|---|
| **DAY 1 Reading** | **Test Activity** | **Time Range (in minutes)** |
| | General Instructions | 5-10 |
| | | |
| Session 1 | Reading Session 1 | 45-55 |
| **DAY 2** | | |
| Session 2 | Reading Session 2 | 45-55 |
| | Break | |
| Session 3 | Reading Session 3 | 45-55 |

| Grades 4 & 8 Recommended Testing Schedule—Mathematics | | |
| --- | --- | --- |
| **DAY 3 Mathematics** | **Calculators ARE allowed** | **Time Range (in minutes)** |
| Session 1 | Mathematics Session 1 | 45-55 |
| | Break | |
| Session 2A | Mathematics Session 2A | 20-30 |
| **DAY 4 Mathematics** | **Calculators are NOT allowed** | |
| Session 2B | Mathematics Session 2B | 20-30 |
| | Break | |
| Session 3 | Mathematics Session 3 | 45-55 |

| Grade 10 Recommended Testing Schedule—Reading | | |
| --- | --- | --- |
| **DAY 1 Reading** | **Test Activity** | **Time Range (in minutes)** |
| | General Instructions | 10-20 |
| | Break | |
| Session 1 | Reading Session 1 | 50-60 |
| **DAY 2** | | |
| Session 2 | Reading Session 2 | 50-60 |
| | Break | |
| Session 3 | Reading Session 3 | 50-60 |

| Grade 10 Recommended Testing Schedule—Mathematics | | |
| --- | --- | --- |
| **DAY 3 Mathematics** | **Calculators ARE allowed** | **Time Range (in minutes)** |
| Session 1 | Mathematics Session 1 | 50-60 |
| | Break | |
| Session 2A | Mathematics Session 2A | 20-30 |
| **DAY 4 Mathematics** | **Calculators are NOT allowed** | |
| Session 2B | Mathematics Session 2B | 20-30 |
| | Break | |
| Session 3 | Mathematics Session 3 | 50-60 |

## GUIDELINES ON TEST ADMINISTRATION

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.

- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule. In math, the calculator sessions must be done first, and then the calculators should be put away.

- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading and math sessions as long as the calculator sessions are completed before the non-calculator sessions.

- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.

- Testing schedules should be arranged so students do not become fatigued. Especially for fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.

- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

## GUIDELINES FOR STANDARD AND NON-STANDARD TEST ACCOMMODATIONS

Those making decisions about whether a student should receive accommodation(s) for the CRT should consider several factors:

> ➤ Is/are the accommodation(s) part of this student's regular instruction?
> ➤ Is each accommodation appropriate to the purpose of each assessment that the student will take?

**ALSO**

> ➤ If the student has an IEP or a 504 Plan, the testing accommodations listed in the plan should be implemented.

NOTE: If a listed accommodation will produce an invalid score (Novice score of 200), the IEP or 504 team should be informed about this situation.

### GUIDANCE ON SCRIBING AS AN ACCOMMODATION
(Adapted from National Center on Educational Outcomes, November, 2001.)

Oral dictation or transcription of illegible writing is allowed under certain conditions. Please consider the following:

> ➤ If students are unable to handwrite but can efficiently type on a computer, a computer response accommodation should be considered prior to a scribing accommodation.
> ➤ If a computer is used for responding to the assessment, the spell checker and self-correction modes must be turned off or software applications without these features should be used.
> ➤ When transcription or oral dictation is used, scribes should attend to making a fair representation of the spelling, punctuation, grammatical, and pictorial representation skills of the student.

## Standard and Non-Standard Accommodations (if applicable)

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to **all** students if they have been part of the student's classroom routine three months prior to testing. Accommodations must be coded in Boxes L & M for grades 4 & 8 and Boxes M & N for grade 10 students.

Use the accommodation codes on the following pages to identify the accommodation(s) provided to eligible students after testing has been completed.

## STANDARD CRT ACCOMMODATIONS
## (CODE ALL THAT APPLY)

**Scheduling Accommodations**
**Tests were administered**
1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

**Setting Accommodations**
**Tests were administered**
4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

**Equipment Accommodations**
**Tests were administered**
12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

**Recording Accommodations**

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

**Modality Accommodations**

22. Tests were read to the student by the test administrator (with the exception of the reading test). Note: Readers must read test items/questions and reading passages to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).

24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).

**Other**

27. Braille
28. Large Print

## Non-Standard CRT Accommodations (For Students with an IEP)

Non-standard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a non-standard accommodation.

Non-standard accommodations are only available for a student with IEP/504/LEP plans.
- For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the NOVICE performance category for that content area. Test administrators will code the non-standard accommodation in Boxes L & M (grades 4 & 8) and Boxes M & N (grade 10) of the student's response booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be non-standard.

**CODE ALL THAT APPLY:**

33. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.

34. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.

35. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.

36. Other (with verification from OPI).

# LEP GUIDELINES AND CODING INSTRUCTIONS

It is important that districts correctly identify Limited English Proficient (LEP) students consistent with the Office of Public Instruction (OPI) Annual Data Collection. Participation for LEP students in MontCAS Phase 1 (the Iowa Tests—the NRT) and MontCAS Phase 2 (the Criterion-Referenced Test and the Criterion-Referenced Test Alternate) differs.

## MontCAS Phase 1

The Board of Public Education rule states that LEP students who have received fewer than three years of instruction in English may be waived from participation provided that they are given an alternate assessment. The Alternate Assessment Scales for the Iowa Tests are appropriate for this use in some instances. In other cases, a test of English language proficient such as the Woodcock Munoz or the IDEA Proficiency Test (IPT) may be more appropriate. Details concerning LEP participation in MontCAS Phase 1 provided separately with the Iowa Test materials.

## MontCAS Phase 2

The No Child Left Behind Act (NCLB) requires that all LEP students participate in the statewide assessment that determines Adequate Yearly Progress (AYP). Although some states provide alternate tests in the native language, Montana does not. In addition, the CRT Alternate is exclusively for students with significant cognitive disabilities and is based on alternate achievement standards. The OPI expects that the range of accommodations available in the CRT will allow most LEP students to fully participate in the regular assessment.

## Coding Instructions

For the Spring 2005 administration of the CRT and CRT-Alt, there are three new coding provisions for LEP students. This is coding beyond the information provided for the bar code labels.
1. Former LEP students
    - Students identified as LEP in the past two years who have attained proficiency
    - Students no longer identified as LEP and not designated as LEP in the demographic information provided for the bar code labels.
    - To be coded after testing in box O on page 2 of the Student Response Booklet
2. LEP students who are currently served by Title III
    - LEP designation for these students should have been included in the demographic information; this information is in addition to the information provided for the bar codes
    - To be coded after testing in box O on page 2 of the Student Response Booklet

3. LEP students who are enrolled for the first time in a United States school
   - These students will be included in participation rates for AYP but their scores will not be calculated in the Annual Measurable Objective (AMO).  In addition, these LEP students:
     - Must participate in the math portion of the test with accommodations as necessary
     - Must participate in reading in one of the following ways:
       - Participate in the reading portion of the test with accommodations as necessary or
       - Take an English language proficiency assessment
   - LEP designation for these students should have been included in the demographic information; this information is in addition to the information provided for the bar codes
   - To be coded after testing in box O on page 2 of the Student Response Booklet

**APPENDIX 2: GUIDELINES FOR USE OF CALCULATORS**
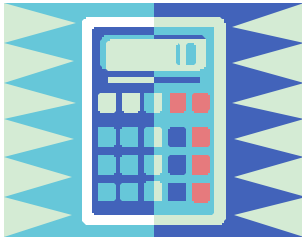
Mathematics test sessions 1 and 2A are "Calculator" test sessions. The items in these test sessions assess students' problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in "No-Calculator" test sessions 2B and 3.

"Calculator" test sessions 1 and 2A **must** be performed before "No-Calculator" test sessions. After completion of the "Calculator" test sessions, calculators should be put away.

Use of calculators in the Mathematics Sessions 2B and 3, constitutes a non-standard accommodation, and <u>must</u> be specified in a student's IEP/504/LEP plan. When calculators are used in such a case, the student's score will be reported as a 200, NOVICE.

**We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.** (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in grades 4, 8, and 10; however the most important factor is a student's familiarity with the calculator.
Grade 4: four-function calculator
Grade 8: scientific calculator
Grade 10: graphing calculator

## APPENDIX 3: CODING CHECKLIST

| STUDENT-LEVEL DEMOGRAPHIC INFORMATION (PAGES 1 & 2 OF STUDENT RESPONSE BOOKLET)<br><br>GRADES 4 & 8 | STUDENT-LEVEL DEMOGRAPHIC INFORMATION (PAGES 1 & 2 OF STUDENT RESPONSE BOOKLET)<br><br>GRADE 10 | BEFORE TESTING (LINKED VIA BARCODE LABEL – NO NEED TO CODE IF A STUDENT HAS A BARCODE LABEL) | DURING TESTING | AFTER TESTING |
|---|---|---|---|---|
| BOX A: FORM | BOX A: FORM | | ☺ | |
| BOX B: STUDENT NAME | BOX B: VOC. ED. CONC. | ☺ | | |
| BOX C: STUDENT ID | BOX C: STUDENT NAME | ☺ | | |
| BOX D: SCHOOL CODE | BOX D: STUDENT ID | ☺ | | |
| BOX E: BIRTH DATE | BOX E: SCHOOL CODE | ☺ | | |
| BOX F: GENDER | BOX F: BIRTH DATE | ☺ | | |
| BOX G: ETHNICITY | BOX G: GENDER | ☺ | | |
| BOX H: PROGRAM INFORMATION | BOX H: ETHNICITY | ☺ | | |
| BOX I: SPECIAL EDUCATION | BOX I: PROGRAM INFORMATION | ☺ | | |
| BOX J: ALTERNATE ASSESSMENT | BOX J: SPECIAL EDUCATION | ☺ | | |
| BOX K: EXCLUSIONS | BOX K: ALTERNATE ASSESSMENT | ☺ | | |
| BOX L: ACCOMMODATIONS FOR READING | BOX L: EXCLUSIONS | | | ☺ |
| BOX M: ACCOMMODATIONS FOR MATH | BOX M: ACCOMMODATIONS FOR READING | | | ☺ |
| BOX N: PARTICIPATION INFORMATION | BOX N: ACCOMMODATIONS FOR MATH | | | ☺ |
| BOX O: ADDITIONAL LEP INFORMATION | BOX O: PARTICIPATION INFORMATION | | | ☺ |
| | BOX P: ADDITIONAL LEP INFORMATION | | | ☺ |

**APPENDIX 4: STUDENT RESPONSE BOOKLET**

# MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2)
## CRT AND CRT - ALTERNATE
## SPRING 2005 GRADE 4
## STUDENT RESPONSE BOOKLET

**B** STUDENT NAME

LAST NAME | FIRST NAME

STUDENT NAME:

TEACHER NAME:

**A** FORM (COVER OF TEST BOOKLET)

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯

PLACE LABEL HERE

**C** STUDENT IDENTIFICATION *(Optional)*

**D** SCHOOL CODE(Sc)

**E** BIRTH DATE

MONTH | DAY | YEAR

*VARIABLEBC*

PLEASE DO NOT WRITE IN THIS AREA

**F GENDER**
- ○ Female    ○ Male

**G ETHNICITY**
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Hispanic
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

**H PROGRAM INFORMATION**
*(Mark all that apply.)*
- ○ SE
- ○ 504
- ○ MG
- ○ GT
- ○ LEP/ELL
- ○ F/RL
- ○ TM (local option)
- ○ TR (local option)
- ○ Significant Cognitive Disability

**I SPECIAL EDUCATION**
For each student with an identified disability(ies) under IDEA-97 who has an IEP, please bubble-in the appropriate special education code to identify his/her disability(ies).
*(Mark all that apply.)*
- ○ AU  ○ DE  ○ OI  ○ VI
- ○ CW  ○ ED  ○ OH
- ○ CD  ○ HI  ○ SL
- ○ DB  ○ LD  ○ TB

**J ALTERNATE ASSESSMENT**
- ○ The student participated through alternate assessment this year.

**K EXCLUSIONS**
- ○ 1st year LEP student (reading assessment
- ○ Foreign exchange student (These students are required to be tested.)
- ○ Student not enrolled (For example: homeschooled student)
- ○ Student enrolled part time (less than 180 hours) taking a reading or mathematics course
- ○ Student in a private accredited school (These students are required to be tested.)
- ○ Student in a private non-accredited school
- ○ Student in a private non-accredited Title 1 school

# FOR TEST ADMINISTRATOR USE ONLY.

**Regardless of barcode label, this information MUST be completed by teacher/staff <u>after testing is completed</u>. Mark ALL options that apply to this student. (Please refer to the Test Coordinator's Manual or Test Administrator's Manual for more information.)**

**L STANDARD ACCOMMODATIONS–READING**
*(Mark all that apply.)*

| | | | | | |
|---|---|---|---|---|---|
| ○ 1 | ○ 6 | ○ 11 | ○ 16 | ○ 21 | ○ 26 |
| ○ 2 | ○ 7 | ○ 12 | ○ 17 | ○ 22 | ○ 27 |
| ○ 3 | ○ 8 | ○ 13 | ○ 18 | ○ 23 | ○ 28 |
| ○ 4 | ○ 9 | ○ 14 | ○ 19 | ○ 24 | |
| ○ 5 | ○ 10 | ○ 15 | ○ 20 | ○ 25 | |

**NON-STANDARD ACCOMMODATIONS**
- ○ 29    ○ 30    ○ 31    ○ 32

**M STANDARD ACCOMMODATIONS–MATHEMATICS**
*(Mark all that apply.)*

| | | | | | |
|---|---|---|---|---|---|
| ○ 1 | ○ 6 | ○ 11 | ○ 16 | ○ 21 | ○ 26 |
| ○ 2 | ○ 7 | ○ 12 | ○ 17 | ○ 22 | ○ 27 |
| ○ 3 | ○ 8 | ○ 13 | ○ 18 | ○ 23 | ○ 28 |
| ○ 4 | ○ 9 | ○ 14 | ○ 19 | ○ 24 | |
| ○ 5 | ○ 10 | ○ 15 | ○ 20 | ○ 25 | |

**NON-STANDARD ACCOMMODATIONS**
- ○ 29    ○ 30    ○ 31    ○ 32

**N PARTICIPATION INFORMATION**
*(Mark all that apply.)*
- ○ Not in school entire academic year
- ○ Not in district entire academic year

**O**
- ○ Former LEP student
- ○ LEP student currently receiving Title III services
- ○ LEP student enrolled for first time in a U.S. school

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22. _____

**Your answers to all questions must fit completely inside the box provided.**

23. Ⓐ Ⓑ Ⓒ Ⓓ     28. Ⓐ Ⓑ Ⓒ Ⓓ     33. Ⓐ Ⓑ Ⓒ Ⓓ     38. Ⓐ Ⓑ Ⓒ Ⓓ     43. Ⓐ Ⓑ Ⓒ Ⓓ

24. Ⓐ Ⓑ Ⓒ Ⓓ     29. Ⓐ Ⓑ Ⓒ Ⓓ     34. Ⓐ Ⓑ Ⓒ Ⓓ     39. Ⓐ Ⓑ Ⓒ Ⓓ     44. Ⓐ Ⓑ Ⓒ Ⓓ

25. Ⓐ Ⓑ Ⓒ Ⓓ     30. Ⓐ Ⓑ Ⓒ Ⓓ     35. Ⓐ Ⓑ Ⓒ Ⓓ     40. Ⓐ Ⓑ Ⓒ Ⓓ

26. Ⓐ Ⓑ Ⓒ Ⓓ     31. Ⓐ Ⓑ Ⓒ Ⓓ     36. Ⓐ Ⓑ Ⓒ Ⓓ     41. Ⓐ Ⓑ Ⓒ Ⓓ

27. Ⓐ Ⓑ Ⓒ Ⓓ     32. Ⓐ Ⓑ Ⓒ Ⓓ     37. Ⓐ Ⓑ Ⓒ Ⓓ     42. Ⓐ Ⓑ Ⓒ Ⓓ

45. _____

**Your answers to all questions must fit completely inside the box provided.**

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47. Ⓐ Ⓑ Ⓒ Ⓓ　　52. Ⓐ Ⓑ Ⓒ Ⓓ　　57. Ⓐ Ⓑ Ⓒ Ⓓ　　62. Ⓐ Ⓑ Ⓒ Ⓓ

48. Ⓐ Ⓑ Ⓒ Ⓓ　　53. Ⓐ Ⓑ Ⓒ Ⓓ　　58. Ⓐ Ⓑ Ⓒ Ⓓ　　63. Ⓐ Ⓑ Ⓒ Ⓓ

49. Ⓐ Ⓑ Ⓒ Ⓓ　　54. Ⓐ Ⓑ Ⓒ Ⓓ　　59. Ⓐ Ⓑ Ⓒ Ⓓ　　64. Ⓐ Ⓑ Ⓒ Ⓓ

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**Your answers to all questions must fit completely inside the box provided.**

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34.

**Your answers to all questions must fit completely inside the box provided.**

35. Ⓐ Ⓑ Ⓒ Ⓓ　　37. Ⓐ Ⓑ Ⓒ Ⓓ　　39. Ⓐ Ⓑ Ⓒ Ⓓ　　41. Ⓐ Ⓑ Ⓒ Ⓓ

36. Ⓐ Ⓑ Ⓒ Ⓓ　　38. Ⓐ Ⓑ Ⓒ Ⓓ　　40. Ⓐ Ⓑ Ⓒ Ⓓ

## Work Space

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44. (A) (B) (C) (D)   49. (A) (B) (C) (D)   54. (A) (B) (C) (D)   59. (A) (B) (C) (D)   64. (A) (B) (C) (D)

45. (A) (B) (C) (D)   50. (A) (B) (C) (D)   55. (A) (B) (C) (D)   60. (A) (B) (C) (D)

46. (A) (B) (C) (D)   51. (A) (B) (C) (D)   56. (A) (B) (C) (D)   61. (A) (B) (C) (D)

47. (A) (B) (C) (D)   52. (A) (B) (C) (D)   57. (A) (B) (C) (D)   62. (A) (B) (C) (D)

48. (A) (B) (C) (D)   53. (A) (B) (C) (D)   58. (A) (B) (C) (D)   63. (A) (B) (C) (D)

## Work Space

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## Work Space

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**Your answers to all questions must fit completely inside the box provided.**

**Work Space**

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22. ④ ③ ② ① ⓪

## TEST ACTIVITY ADMINISTRATION INFORMATION

| Content exposure/generalization | YES |
| --- | --- |
| 1. The materials used and/or the test activity presented was a unique experience for the student. | ○ |
| 2. The materials used and/or the test activity has been presented to the student several times prior to scoring. | ○ |
| 3. The materials used and/or the test activity is very familiar to the student. | ○ |

| Test activity used | YES |
| --- | --- |
| 4. The student completed the test activity. | ○ |
| 5. The student completed the evidence, and it is attached to the CRT-Alternate Test Booklet. | ○ |
| 6. A student barcode label is attached to the evidence template(s). | ○ |
| 7. The suggested test activity was used. | ○ |
| 8. The teacher developed a test activity. (Please submit an outline of the test activity and a description of materials used.) | ○ |
| 9. An outline of the test activity used is attached to the CRT-Alternate Test Booklet. | ○ |
| 10. A student barcode label is attached to the teacher created activity outline. | ○ |

| Administration time | Total time | |
| --- | --- | --- |
| 11. Set-up/planning time | ○ ½ hr. | ○ 3 hr. |
| | ○ 1 hr. | ○ 4 hr. |
| | ○ 2 hr. | ○ 5 hr. or more |
| 12. Time directly administering the assessment | ○ ½ hr. | ○ 2 hr. |
| | ○ 1 hr. | ○ 3 hr. or more |
| 13. How many sessions did it take to complete the test? | ○ 1 | ○ 4 |
| | ○ 2 | ○ 5 |
| | ○ 3 | ○ 6 or more |
| 14. How many days did it take to complete the test? | ○ 1 day | ○ 4 days |
| | ○ 2 days | ○ 5 days |
| | ○ 3 days | ○ 6 or more days |
| 15. How often did you use the breaks in the assessment? | ○ Always | |
| | ○ Sometimes | |
| | ○ Never | |

| Assessment materials used | YES |
| --- | --- |
| 16. Materials consisted primarily of written text. | ○ |
| 17. Materials were primarily nontext (e.g., video, objects, pictures, symbols). | ○ |

| If a teacher-developed test activity was used | YES |
| --- | --- |
| 18. Materials involved topics used by typical students at this grade level (± 2 years). | ○ |
| 19. Materials involved topics of special interest mainly to the student. | ○ |

| Individualized adaptations used | YES |
| --- | --- |
| 20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.) | ○ |
| 21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.) | ○ |
| 22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.) | ○ |
| 23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.) | ○ |
| 24. Other (please indicate): | ○ |

MT4_01_10_05 pg11

1. ④ ⓪
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26. ④ ③ ② ① ⓪
27. ④ ③ ② ① ⓪
28. ④ ③ ② ① ⓪

## TEST ACTIVITY ADMINISTRATION INFORMATION

**Content exposure/generalization** — YES
1. The materials used and/or the test activity presented was a unique experience for the student. ○
2. The materials used and/or the test activity has been presented to the student several times prior to scoring. ○
3. The materials used and/or the test activity is very familiar to the student. ○

**Test activity used** — YES
4. The student completed the test activity. ○
5. The student completed the evidence, and it is attached to the CRT-Alternate Test Booklet. ○
6. A student barcode label is attached to the evidence template(s). ○
7. The suggested test activity was used. ○
8. The teacher developed a test activity. (Please submit an outline of the test activity and a description of materials used.) ○
9. An outline of the test activity used is attached to the CRT-Alternate Test Booklet. ○
10. A student barcode label is attached to the teacher created activity outline. ○

| Administration time | Total time |
|---|---|
| 11. Set-up/planning time | ○ ½ hr.  ○ 3 hr.<br>○ 1 hr.  ○ 4 hr.<br>○ 2 hr.  ○ 5 hr. or more |
| 12. Time directly administering the assessment | ○ ½ hr.  ○ 2 hr.<br>○ 1 hr.  ○ 3 hr. or more |
| 13. How many sessions did it take to complete the test? | ○ 1  ○ 4<br>○ 2  ○ 5<br>○ 3  ○ 6 or more |
| 14. How many days did it take to complete the test? | ○ 1 day  ○ 4 days<br>○ 2 days  ○ 5 days<br>○ 3 days  ○ 6 or more days |
| 15. How often did you use the breaks in the assessment? | ○ Always<br>○ Sometimes<br>○ Never |

**Assessment materials used** — YES
16. Materials consisted primarily of written text. ○
17. Materials were primarily nontext (e.g., video, objects, pictures, symbols). ○

**If a teacher-developed test activity was used** — YES
18. Materials involved topics used by typical students at this grade level (± 2 years). ○
19. Materials involved topics of special interest mainly to the student. ○

**Individualized adaptations used** — YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.) ○
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.) ○
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.) ○
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.) ○
24. Other (please indicate): ○

## District Use Only.

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## State Use Only.

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31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

33. Ⓐ Ⓑ Ⓒ Ⓓ
34. Ⓐ Ⓑ Ⓒ Ⓓ
35. Ⓐ Ⓑ Ⓒ Ⓓ
36. Ⓐ Ⓑ Ⓒ Ⓓ

37. Ⓐ Ⓑ Ⓒ Ⓓ
38. Ⓐ Ⓑ Ⓒ Ⓓ
39. Ⓐ Ⓑ Ⓒ Ⓓ
40. Ⓐ Ⓑ Ⓒ Ⓓ

Static Barcode 16-Digits

16